
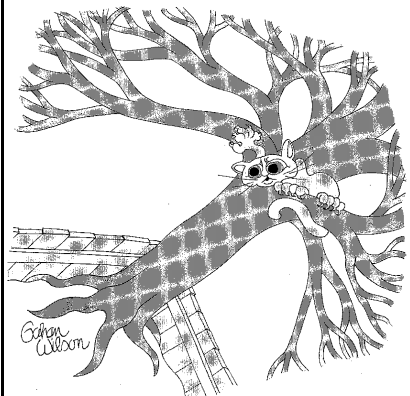


<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING: Introduction</u> (Presentation time <u>10 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will observe an overview of the nine sessions in this lesson series.</p> <p>Why does the cadet need to know this? Cadets will always be faced with problems and will be more effective leaders by improving their interpersonal cognitive problem solving skills.</p> <p>Topics & Activities: Ask if anyone has ever had a problem in dealing with their parents, teachers, classmates, etc. Ask a couple of cadets to share a SHORT example.</p> <p>This series of lessons is designed to provide skills to help develop an effective approach to solving problems</p> <p>Specifically we will be looking at better ways of:</p> <ul style="list-style-type: none"> Knowing when a problem exists. Defining the problem by putting it into words. Identifying feelings associated with problems. Separating fact from opinions. Getting all the necessary information. Getting alternative solutions. Considering all of the consequences. Deciding the best choice. 	

A New Perspective on Problem Solving



<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 1: Problem Recognition</u> (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will be better able to identify what problems are, and recognize when they are experiencing a problem.</p> <p>Why does the cadet need to know this? To be effective problem solvers, cadets must first be able to recognize that they are having a problem, or are about to have a problem.</p> <p>Topics & Activities: Tell the group about an interesting or dramatic problem making particular mention o internal and external cues. It is not always easy to know when we are having a problem but becoming a good problem solver requires that skill.</p> <p>Ask: What is a problem? (<i>Do not try to arrive at a precise definition. Get them thinking.</i>)</p> <p>Ask: How do we know when we have a problem? (<i>List the responses in two <u>untitled</u> columns on the board. One for internal cues, the other for external cues.</i>)</p> <p>Explain that there are two ways to recognize problems using either internal or external cues. Then label the columns. Anticipating problems Catch problems before they escalate.</p> <p>Ask: What feelings do we experience when we have a problem? (<i>List as many as group can suggest. Point out that most are <u>bad</u> feelings.</i>)</p> <p>Ask: What types of problems do people have? (<i>List on the board the suggestions.</i>)</p> <p>Most problems involve people, even when they don't seem to at first. (Eg. <i>Bob must pick up his friend at the airport. His car doesn't start. He just spent \$500.00 on repairs to guarantee the car would run perfectly.</i>) Does this involve other people? Who? Why?</p> <p>So, to solve problems, we must (1) know what a problem is, (2) recognize problem cues and (3) be able to deal effectively with other people.</p> <p>Next time: PROBLEM IDENTIFICATION</p>	

Problem Recognition

You may find yourself up a tree and have no

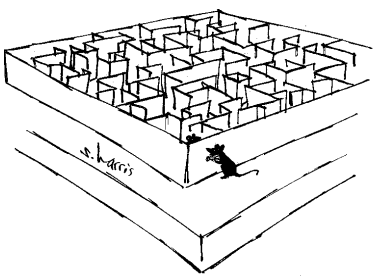


idea how you got there.

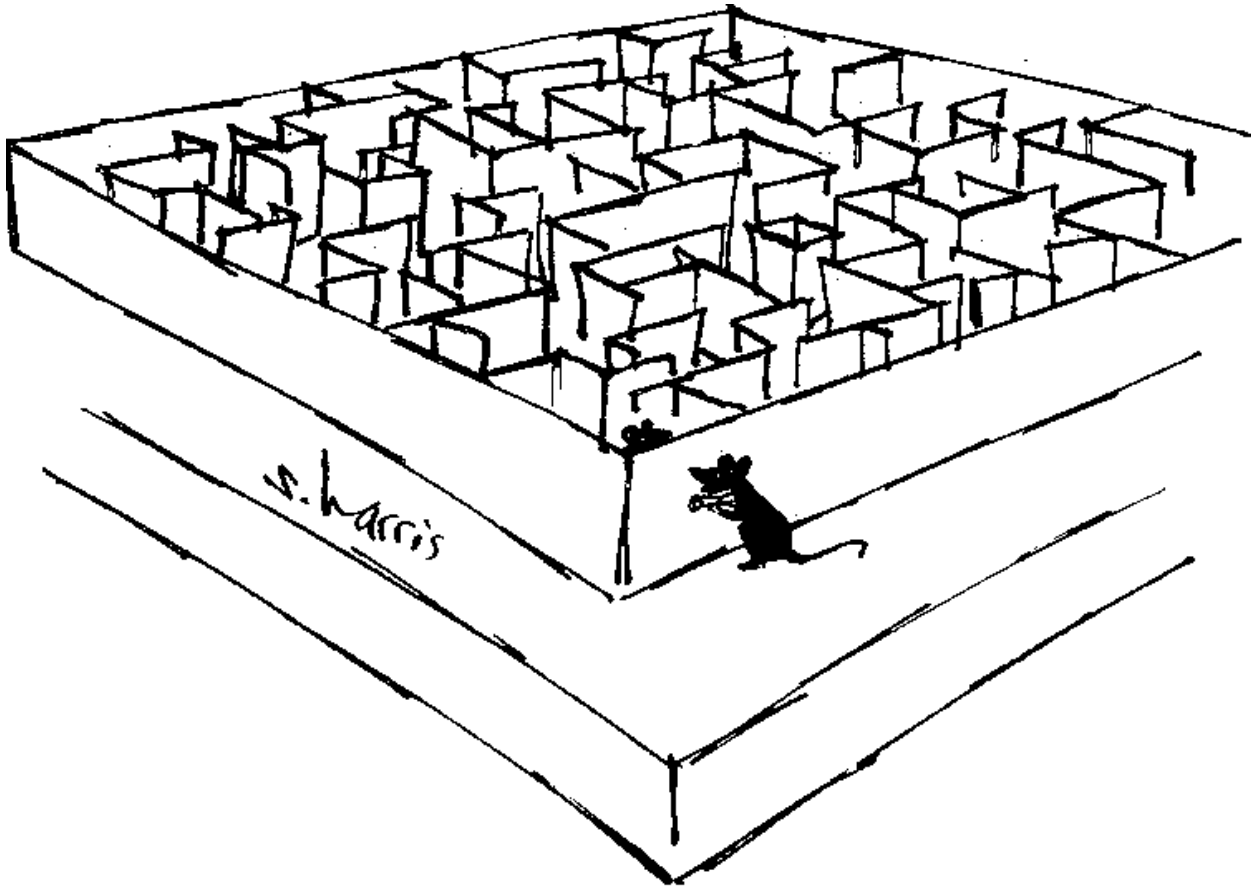
<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p align="center">Topic: <u>PROBLEM SOLVING 2: Fact vs. Opinion</u> (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will practice the problem solving skill of determining fact from opinion.</p> <p>Why does the cadet need to know this? This is a necessary step in the problem solving process.</p> <p>Topics & Activities: Explain: To solve a problem, we must first understand what the problem is. What we first <u>feel</u> the problem to be is often not what it really is. To solve problems we must distinguish fact from opinion (this session), get the facts, ask the right questions, and remember the important facts.</p> <p>Distinguishing Fact from Opinion Ask: What is a Fact Point out that their answers tend to say that facts are what we see, agree on, or what we are sure of. Ask: What is an Opinion Point out that Opinions are what we think is happening and that often people have different ideas about what they think is true. Break up into groups of 3-4 and decide “fact” or “opinion” for the questions on the work sheet. Regroup and discuss the results of each group. There will probably be differences. Point out that it is sometimes hard to tell the difference and that it is possible for an item to be a fact for one and an opinion for another. Listen for opinion clue words & phrases. Beginning with I, I think, In my opinion (easy) Absolutes like: Always, Never Vague generalities, unidentifiable sources Go back to groups and make changes to answers. Regroup and discuss the results of each group. Summarize Sessions 1 and 2 1. Important to recognize problems and watch for clues. 2. Most problems involve other people. 3. We need skills like fact/opinion to solve problems. 4. Next time, we will learn more problem solving skills.</p>	

Fact vs. Opinion Exercise Sheet

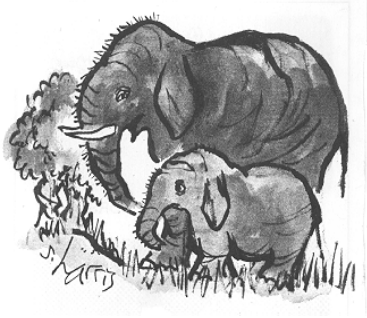
1. " Fact " Opinion Today's teachers are more interested in the almighty dollar than in teaching our kids.
2. " Fact " Opinion At least 65% of New Mexican wives hold jobs outside of the home.
3. " Fact " Opinion Good grades in school improves your chances of getting a good job.
4. " Fact " Opinion Honesty is the best policy.
5. " Fact " Opinion The sun is approximately 93,000,000 miles from Earth.

<p align="center">Subject Area: LEADERSHIP LABORATORY</p> <p>Topic: PROBLEM SOLVING 3: Gathering Information (Presentation time 45 minutes)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will experience why it is so important to get all of the facts.</p> <p>Why does the cadet need to know this? This is a necessary step in the problem solving process.</p> <p>Topics & Activities: Summarize the skills taught in sessions 1 & 2. Point out that those skills will be used for this session - Gathering Information and Getting the Facts. Gathering Information requires; Observing, Sorting out information, Getting more Information, Remembering, and Articulating (putting into words) Tell the story: <i>I arranged to meet my friend at the entrance to the mall by the grocery store at 3:00. After waiting 30 min, I started walking down the mall where I saw him looking in a store window. We began arguing about being on time when he said that he waited at the entrance by the other grocery store.</i> How could this have been avoided? Collect suggestions. If you are given information, ask yourself; <i>Do I have enough to do what I need to do? If not, what else do I need and where do I go to get it?</i> Tell the class; <i>I am going to write a statement on the board which gives you very little information. Take your time and ask me questions that will make sense of the situation.</i> Exercise -Write on the board; <i>He whistled at her and she turned around and walked towards him.</i> Write the questions on the board. Did they ask the right questions to get that he is an old man and she is a small dog? Which questions gave the most/least information? Which did not help at all? Which should have been asked first? Was it important to ask the right questions? Was it important to get more facts? (Who? What? When? Where? Why? How?) Exercises: <i>He couldn't keep the door closed</i> (He is a condemned man about to be hung) <i>She tore the roofs off of houses and the trees right out of the ground.</i> (She = a hurricane.) <i>They fell screaming to the floor when it started.</i> (They = a group of teenagers at a dance. It=music.) <i>He shot her and screamed for joy.</i> (He=hunter, she=doe.) We have learned how important it is to get as much right information as we can. Next we will explore ways to remember the important facts.</p>	 <p align="center">"Post--want a map?"</p>

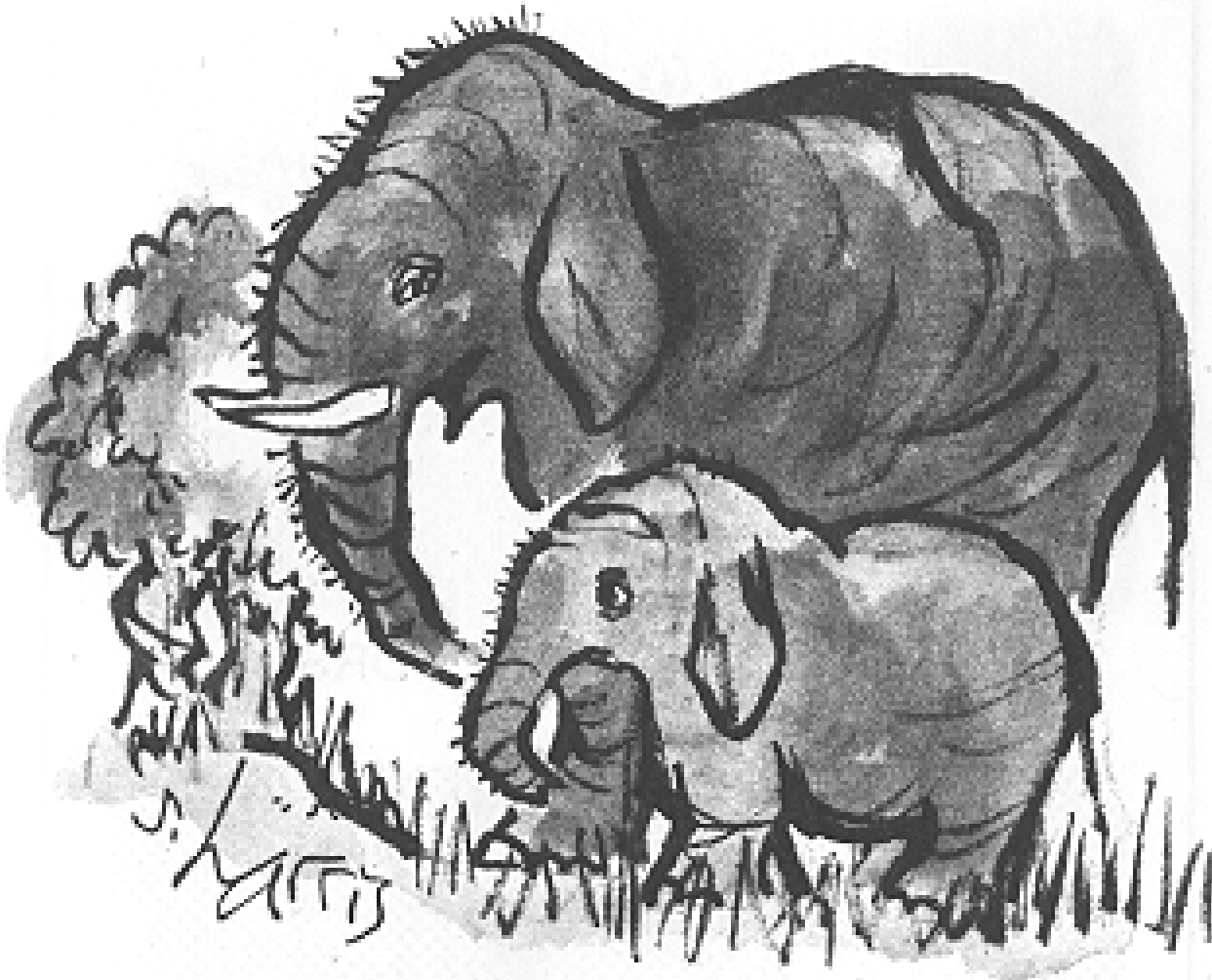
Gathering Information



“Psst — want a map?”

<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 4: Conceptualization</u> (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will rehearse memory and problem definition skills.</p> <p>Why does the cadet need to know this? This is a necessary step in the problem solving process.</p> <p>Topics & Activities: To be able to solve problems, we must first be able to very clearly and precisely identify what the problem really is. That means; (1).putting the problem into precise words, (2).remembering all of the associated facts, (3).sticking with the relevant facts and ignoring those facts that are not relevant and (4).remaining focused on the objective - not the obstacles.</p> <p>Exercise: Tell the class: <i>You have orders to report to the parade grounds at 75 Oak Street at 11:45 on June 12 for inspection. But first, you are to register with the encampment commander at Wing HQ at 498 Buzzard Row, Room 287 at 9:00.</i> (How will you remember all that information?)</p> <p>Record answers on the board. If you don't get all of the following answers, add them.</p> <ol style="list-style-type: none"> 1. Listen carefully when facts are given. 2. Ask for more information when you are unsure. 3. Write down the information. 4. Repeat it to your self until memorized. 5. Ask that it be repeated. 6. Think about the person who gave you the information. 7. Think about where you were when you received it. 8. Put the information into a plan, time table or checklist. 9. Tell someone. <p>Exercise Problems:</p> <p>You want to go to a national encampment.</p> <p>You hand in an assignment but when the teacher hands them back she asks why you didn't hand it in.</p> <p>Someone on your block is stealing mail from mailboxes.</p> <p>At a crowded shopping center, you can't find your little brother.</p> <p>Process:</p> <p>List facts, List gaps (questions about missing facts), Identify most important information, Translate important information into an action statement. ("How do I...")</p> <p>Conclude with Process flow chart.</p>	

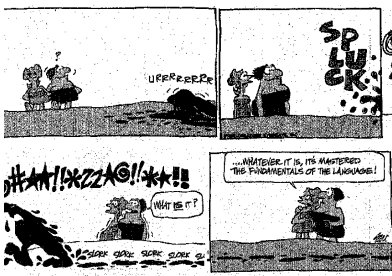
Conceptualization Memory



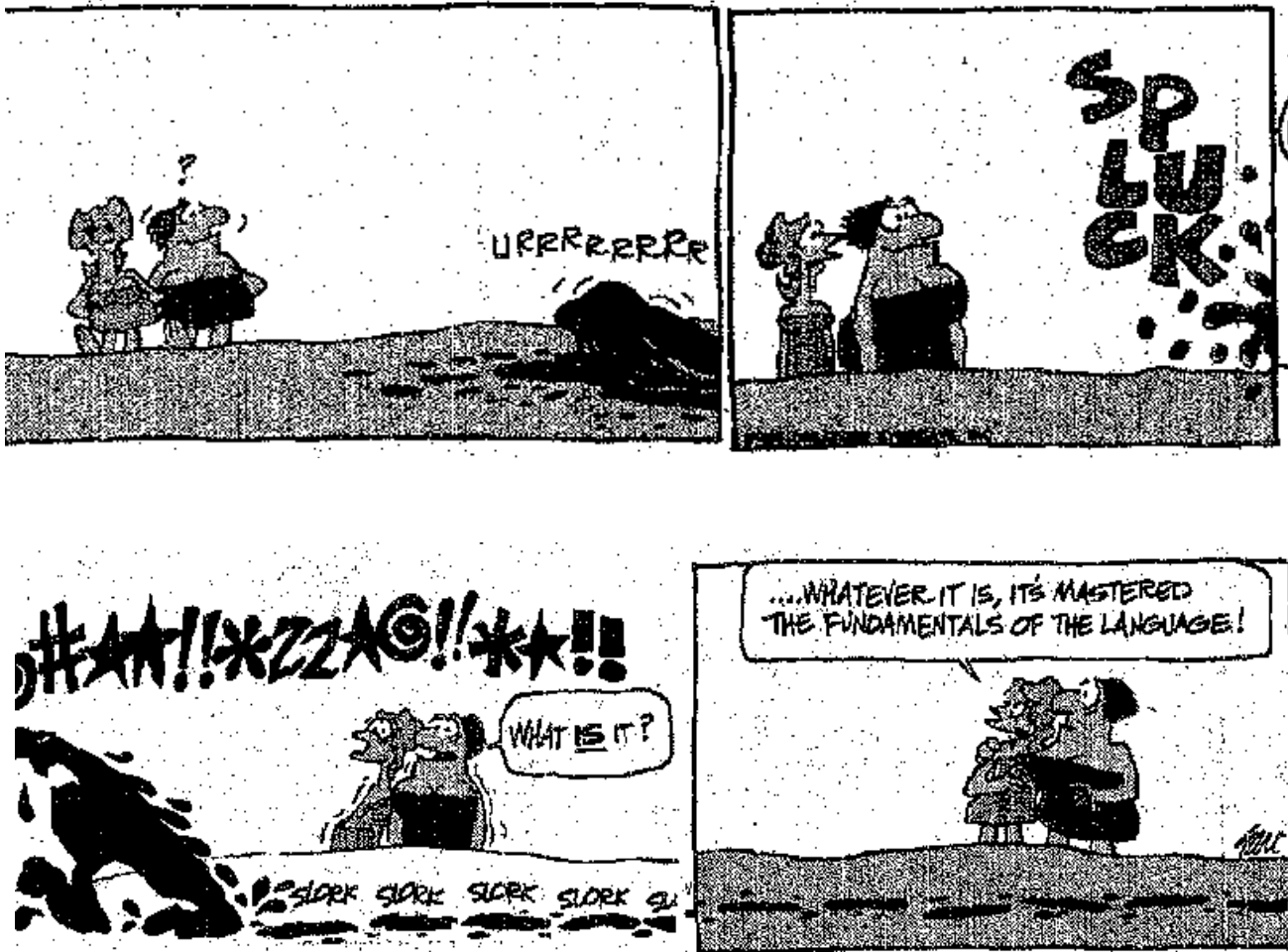
“When you’re young, it comes naturally, but when you get a little older, you have to rely on mnemonics.”


Presentation Plan

<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 5: Non-Verbal Communication</u>(Presentation time <u>45 min</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will practice recognizing meaning in situations through non-verbal communication</p> <p>Why does the cadet need to know this? The understanding of non-verbal communication is a necessary skill in gathering valid information for problem solving.</p> <p>Topics & Activities: Do we have to talk to let people know what we are thinking and feeling? How can this happen? For those who have pets, can they communicate their desires/ feelings to you? What? How? Have cadets express the feeling of one of the following situations:</p> <ol style="list-style-type: none"> 1. Watching a surgeon remove an appendix. 2. Won \$100,000 dollars on the lottery. 3. Watching a horror movie. 4. A very special visitor is not coming. 5. You dropped your watch and it is broken. 6. You are going to have a tooth drilled. 7. You can't sleep. <p>After each of the other cadets guesses what emotion is being expressed, have the actor read the situation. Three reasons we misinterpret people's feelings are (1) not observing carefully, (2) jumping to conclusions, and (3) simply not interpreting correctly.</p> <p>Exercises 1: In groups, have each cadet take turns reading one of the following questions to one of the other cadets in the group. That cadet responds using non-verbal language. (No shaking heads "Yes" or "No.")</p> <p><i>Do you like my shirt?</i> <i>Would you loan me \$10?</i> <i>Would you like to go to a party?</i> <i>Did you advance your grade this month?</i></p> <p>Exercises 2: Have cadets express one of the following emotions while the others guess which one it is.</p> <p align="center"><i>Anger, Fear, Love, Shame, Shock, Nervousness, Happiness, Confusion, Excitement, Disgust</i></p>	

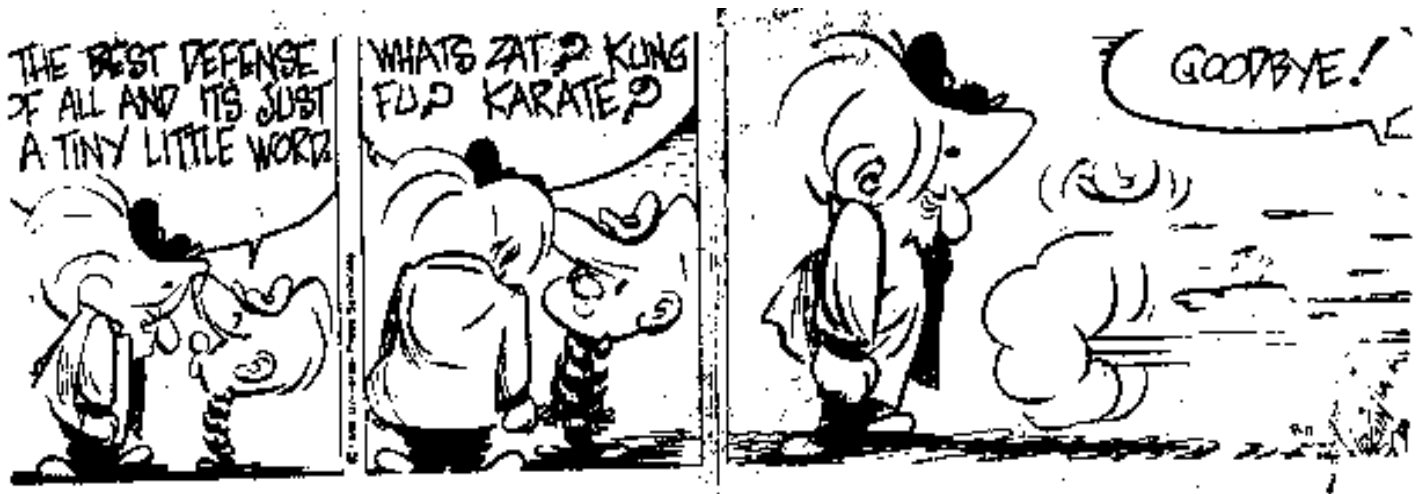
<p align="center">Subject Area: LEADERSHIP LABORATORY</p> <p>Topic: PROBLEM SOLVING 6: Verbal Communication (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will recognize perspective, perceptions and assumptions in themselves and in others.</p> <p>Why does the cadet need to know this? Adolescents often believe that they understand what others are feeling or thinking because they assume it is the same as whatever they are thinking or feeling. By learning to express their own feelings more clearly, they will be better able to recognize and appreciate differences in others.</p> <p>Topics & Activities: List on the board: <i>Spaghetti, steak, brussel sprouts, oysters, broccoli</i> Ask how many like/dislike each. Do again with T.V. shows; <i>science programs, football, soap operas, cartoons, quiz shows.</i> Ask: <i>You each like and dislike different things. Is there anything wrong with that?</i> <i>What to you think <u>other people feel</u> about other people who like different things?</i> Elicit responses like critical wrong, contemptuous, not the right way. Make connection about these statements and the discussions about Fact and Opinion. People tend to agree about fact but may disagree about opinions so it is best to stick to the facts when resolving disagreements. How easy is it to resolve an argument with someone who doesn't know the difference between fact and opinion and only considers their opinions? Write on the board: 1. Different words = different meanings. 2. Same words = different meanings. 3. Same words = different feelings. Have cadets complete the following statements on paper. 1).Food is ____ 2).Clothes are ____ 3).Television is ____ 4).Girls are ____ 5).Smoking is ____ 6).Cleaning is ____ 7).Football is ____ 8). Music is ____ 9).Men are ____ Point out the widely different meanings or feelings. Ask the cadets what is meant if they said: 1.He's twisted. 2.She's wild. 3.That's expensive. 4).He has a good sense of humor . 5).He's bad . 6).He's ancient. 7).That was a big meal. Conclude by asking how paying careful attention to what is communicated can help to avoid misunderstandings leading to conflicts.</p>	

Verbal Communication

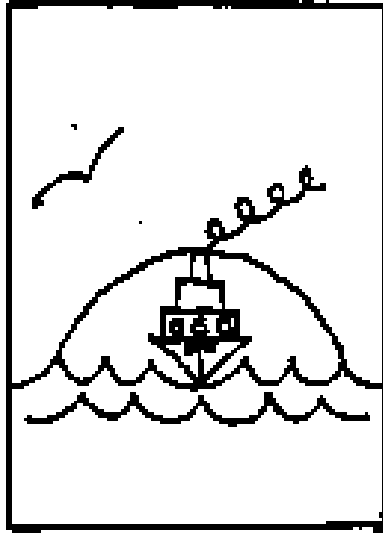


<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 7: Alternative Thinking</u> (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will express the value of slowing down and considering alternative solutions</p> <p>Why does the cadet need to know this? Adolescents often act impulsively, without thinking, using rigid conceptual paradigms. Thinking more flexibly is a necessary step to effective problem solving.</p> <p>Topics & Activities: Write on the board: <i>Haste Makes Waste!</i> Ask the cadets to define/discuss what that means. Tell them we must, stop and think, slow down, take our time, THEN DO. Ask someone to relate an experience where they tried to do something in a hurry only to end up taking more time. Show the overhead, OV1 for only 10 seconds. Then show OV2 and ask them to decide which of the six pictures was the same as the first. Ask if they are sure and record which slide(s) was chosen. Show OV1 again and ask those who guessed correctly how they did it. Repeat the exercise with OV3 and OV4 emphasizing to slow down and observe the details. Discuss the results. Repeat the exercise again emphasizing the importance of observing all the details/ considering all options/ other tricks to help them choose correctly. Discuss the results. <i>Explain that finding the best matching solution to a problem often requires being aware of and remembering details.</i> Ask the cadets to come up some problems that they think only has one solution and then discuss as a group other possible options.</p> <p>Sum up the session: by explaining that solving problems requires us to: Take time to think about the problem. Gather information — ask questions. Put the problem clearly into words. Identify as many alternative solutions as we can.</p> <p>Next session we will discuss how to find the best solution to a problem by considering the consequences of different solutions.</p>	

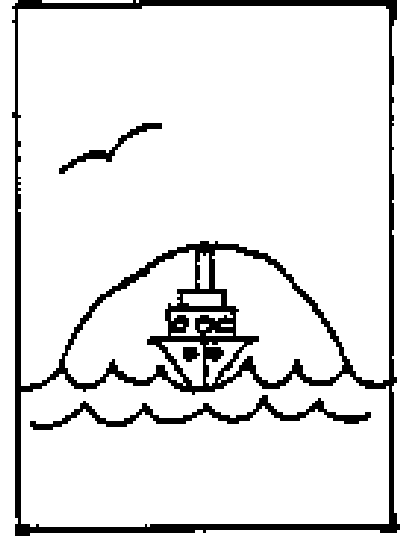
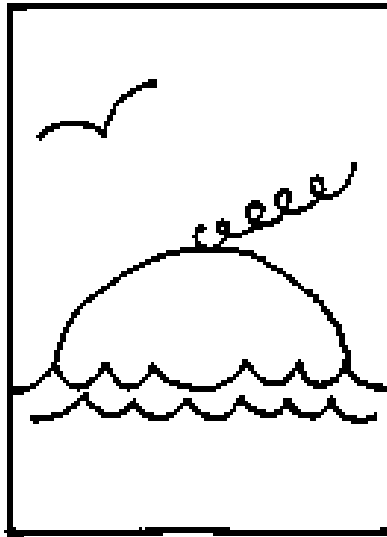
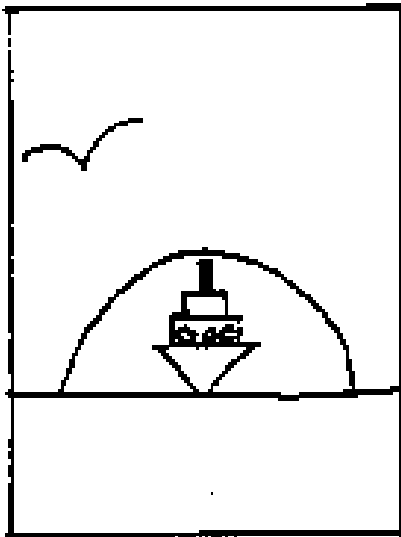
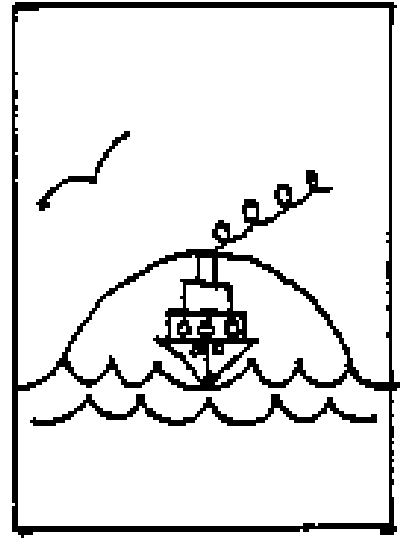
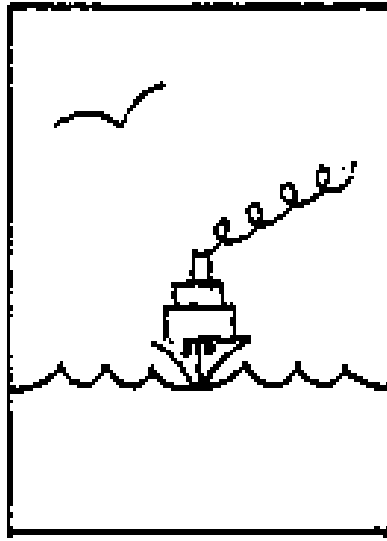
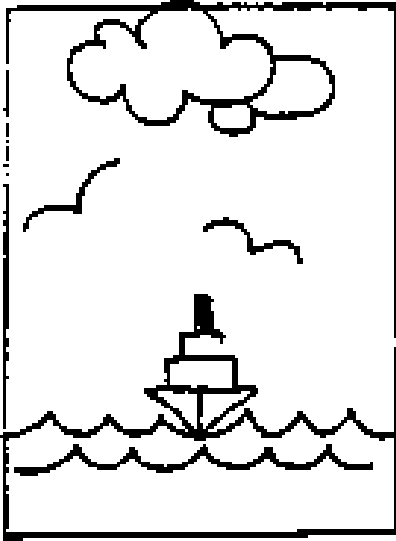
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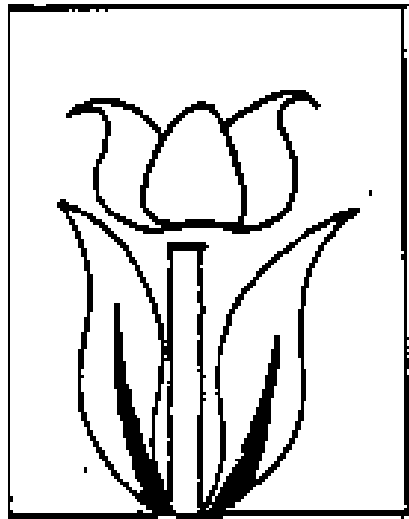
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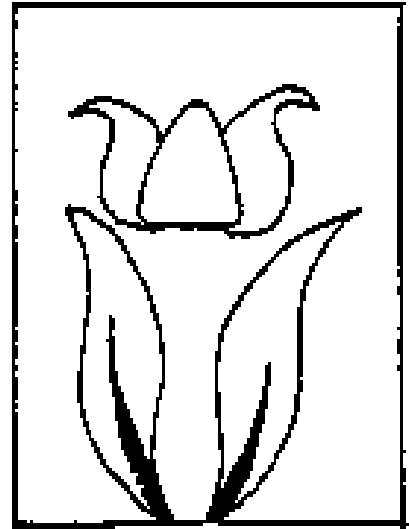
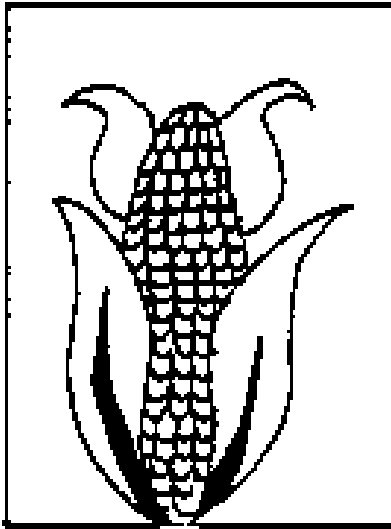
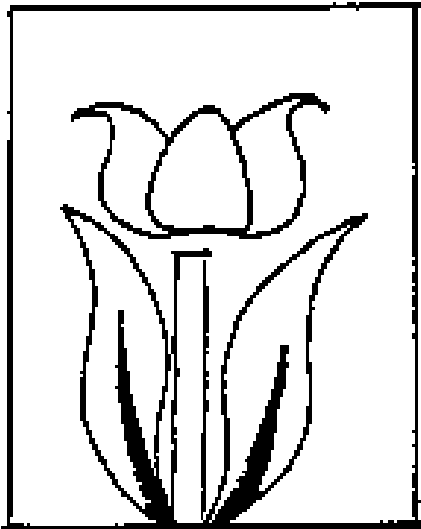
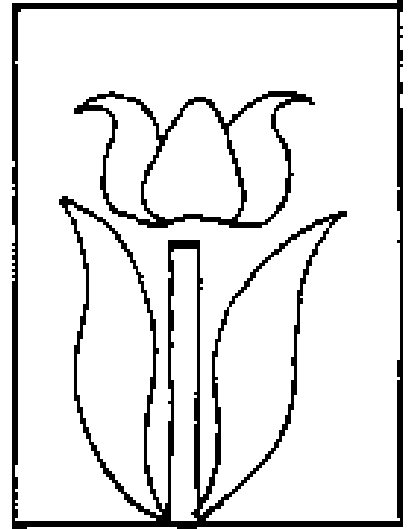
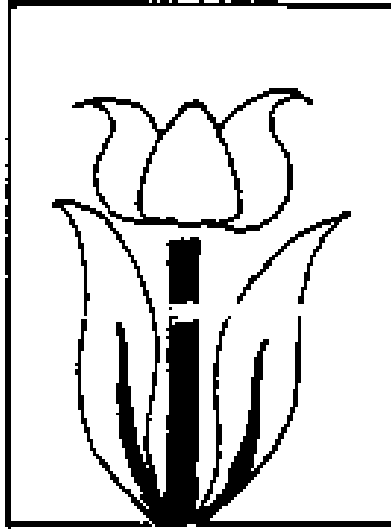
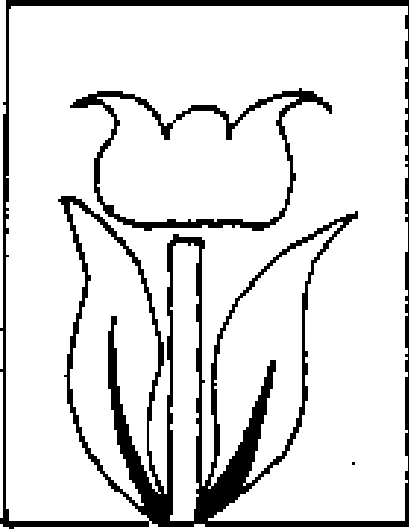
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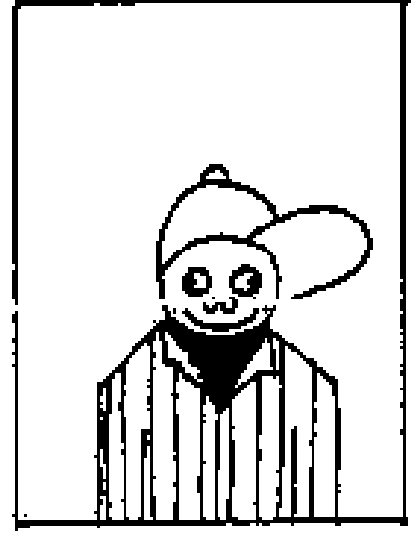
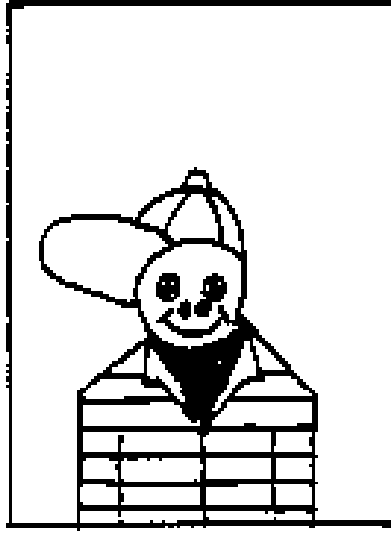
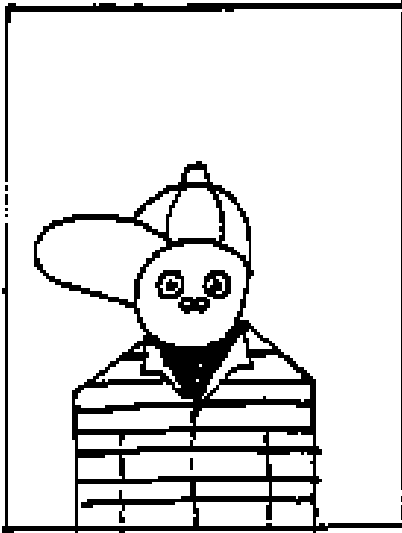
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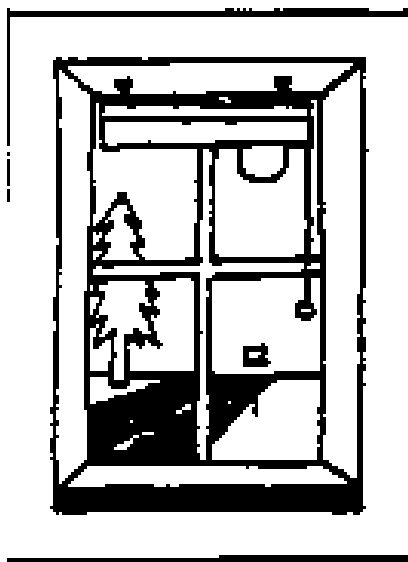
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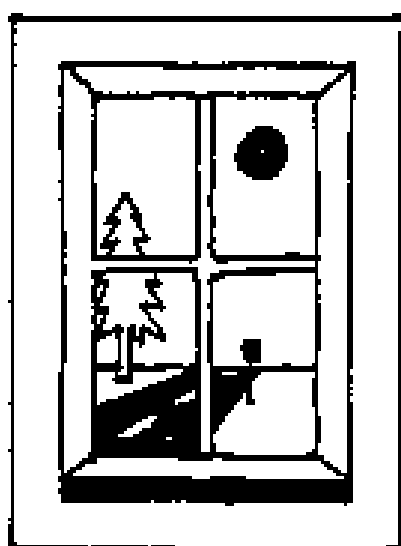
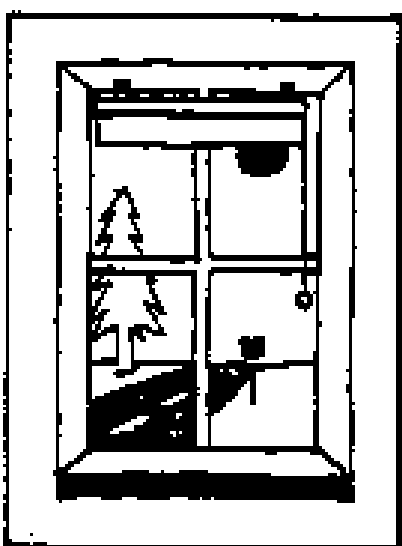
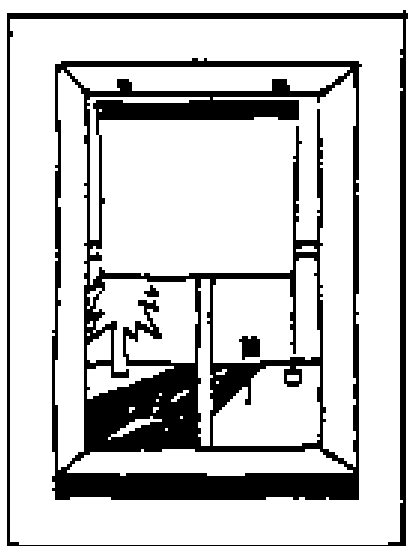
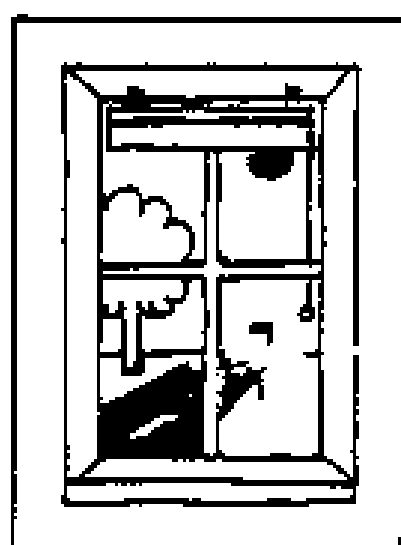
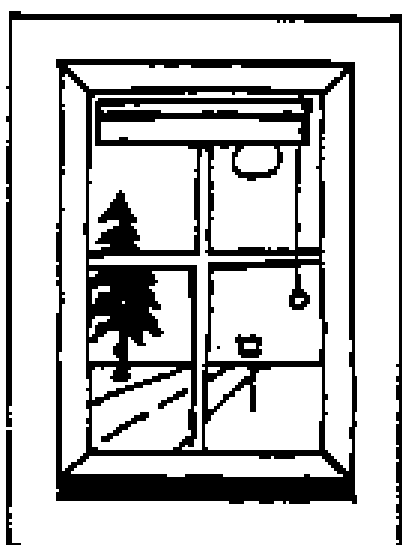
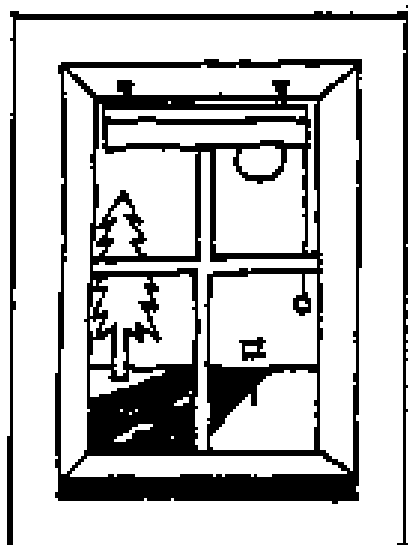
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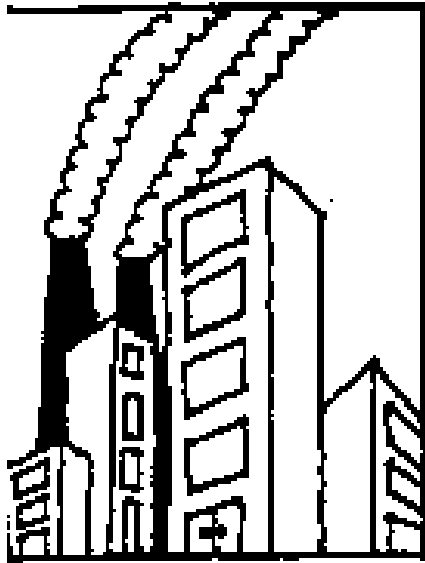
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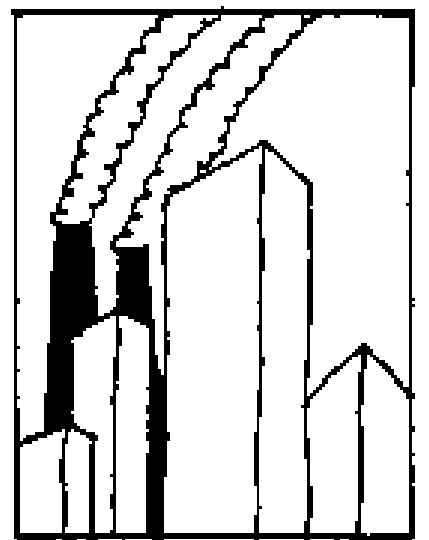
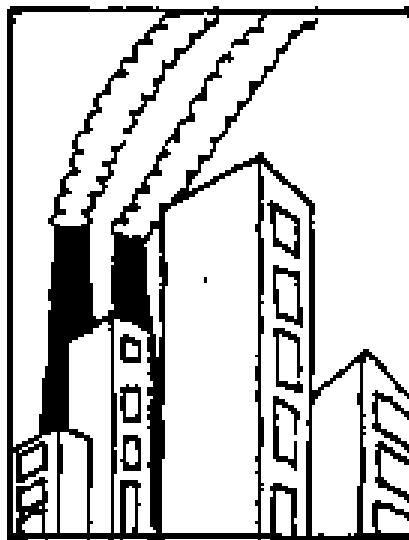
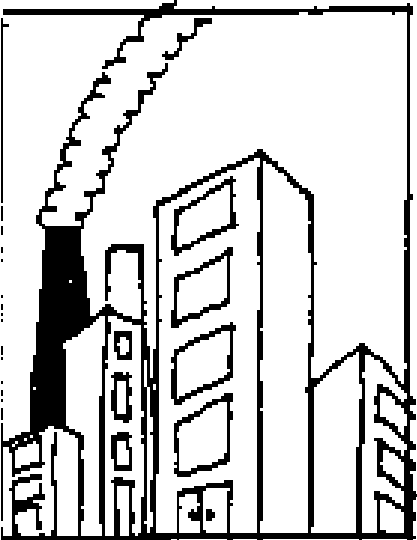
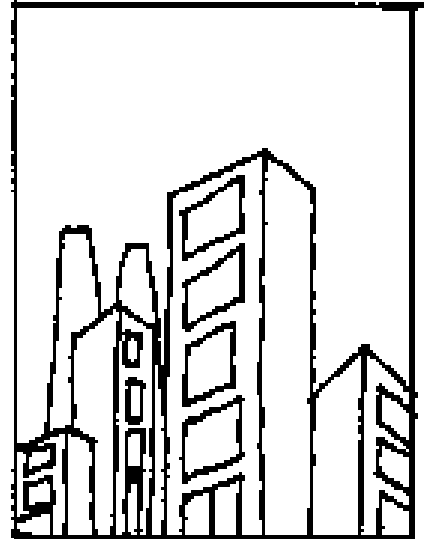
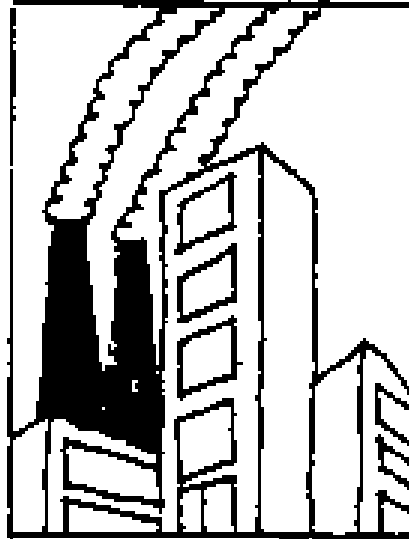
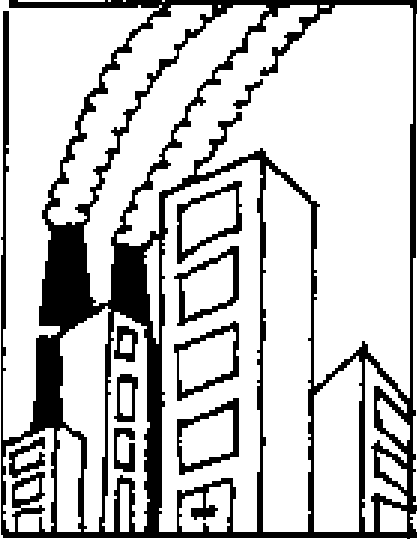
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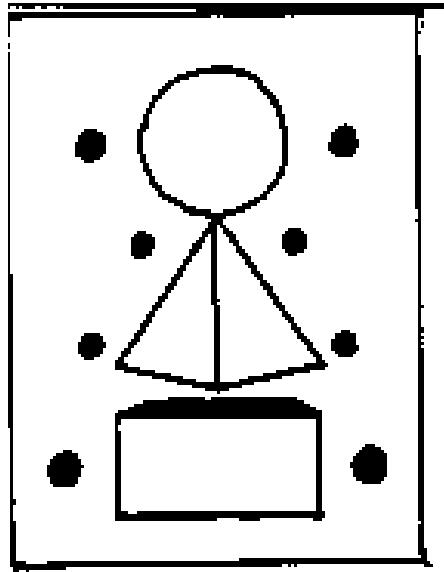
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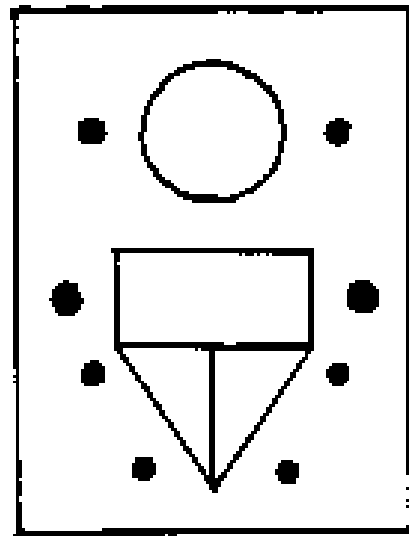
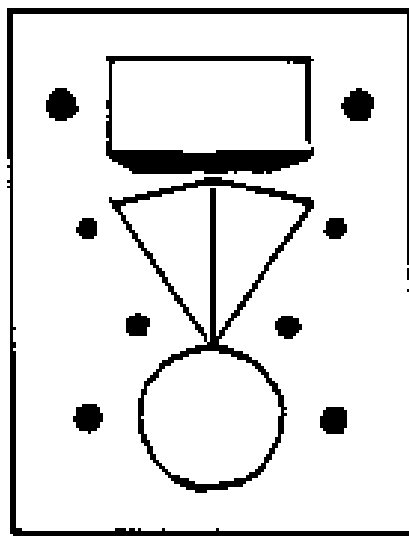
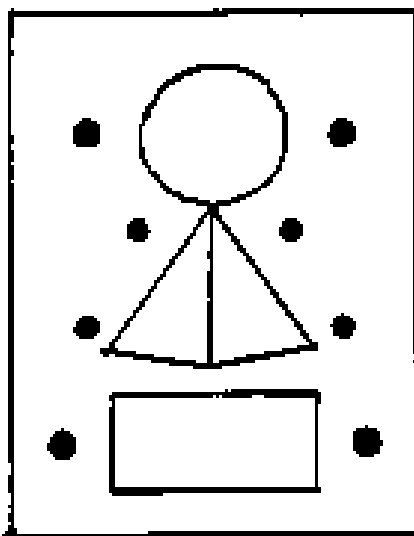
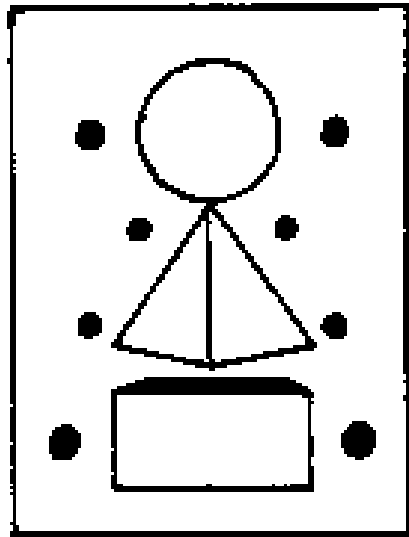
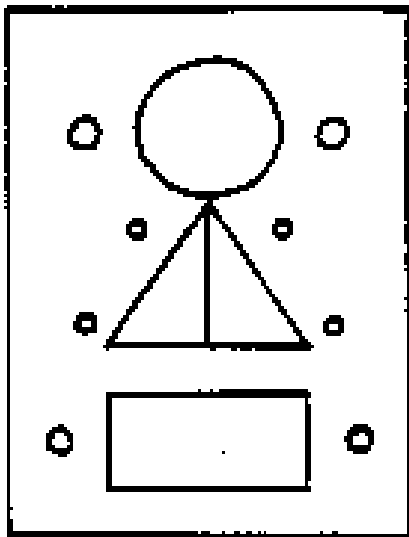
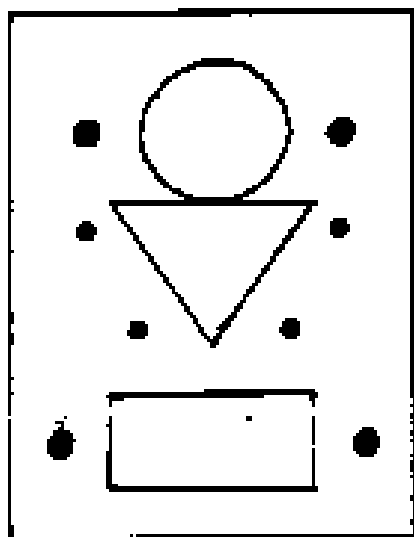
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Alternative Thinking



<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 8: Consequential Thinking</u> (Presentation time <u>45 minutes</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will experience through guided questioning the consequences of actions and no action.</p> <p>Why does the cadet need to know this? Acting impulsively, without thinking, usually includes not considering the consequences of actions. Thinking about these consequences is a necessary step to effective problem solving.</p> <p>Topics & Activities: Review the Problem Solving steps 1 through 7 1. Problem Recognition 2. Fact vs. Opinion 3. Gathering Information 4. Conceptualization 5. NonVerbal Communication 6. Verbal Communication 7. Alternative Thinking After review, ask if some of the alternative thinking suggestions in last session seemed far-fetched or even crazy. Why? Ask the cadets to give definitions for “consequences.” Remind them that every action we take has a reaction. Most have more than one. (medications -- side effects) Have the cadets present a problem. Write it on the board. Start alternative thinking writing down suggestions. Ask if doing nothing is an alternative. Does “no action” have consequences. With each suggestion ask “What would happen/result?”</p> <p>We are almost ready to choose a solution to our problem - but for one thing Ask what is a “goal” most answers will involve “what we want” This is a <i>condition</i> of the problem solutions. EX. <i>A solution to a problem at your work would be to tell your boss — while keeping your job — Keeping your job would be a condition to the problem solution a — goal.</i> Repeat the exercise with another problem this time adding a column “goal” decide if the alternative meets the goal condition. Sum by asking the cadets to list the things we should do to solve problems. <i>Stop and think of alternatives, goals, problem recognition, information, etc</i></p>	

<p align="center">Subject Area: <u>LEADERSHIP LABORATORY</u></p> <p>Topic: <u>PROBLEM SOLVING 9: Assertive Communication</u> (Presentation time <u>45 min</u>)</p>	
Detail	Notes
<p>Objective: In this topic, the cadet will</p> <p>Why does the cadet need to know this? Solving most problems requires communicating with people at some level. Doing so in a way that is productive is a necessary step in the problem solving process.</p> <p>Topics & Activities: Tell the cadets: <i>Putting our solutions into action almost always involves getting people to accept/cooperate with our solutions.</i> Example: <i>You loaned your car to a friend, Jack. He returned it with the tank gauge reading empty. This is the third time this has happened.</i> Ask and record responses on the board: <i>How do you feel? What could you say or do to Jack?</i> Three ways to deal with a problem situation. Passive — Avoid, do not say what you think/feel. Aggressive — Push, do things your way regardless of other people Assertive — Think then act, develop a plan that considers all situations and people, then present the plan in a way that does not offend people.</p> <p>Have the cadets break up into groups and take turns “roll playing” the problem scenario cards.</p>	

Problem Scenario Cards

<p>You made a mistake at work. Your boss finds out and yells at you for being careless.</p> <p>AG: You get angry and say, “Don’t you criticize me, Leave me alone.”</p> <p>NA: You say, “I’m sorry, I was stupid. I’ll never let it happen again.”</p> <p>AA: You say, “I’m sorry and I will be more careful next time. However, I don’t think you need to yell at me.</p>	<p>You have been waiting at a pay phone for a while. When you get the phone, some one comes up in a hurry and asks if they can go ahead of you. You have been waiting so long that the person you are about to call may be just about to leave.</p> <p>AG: Tell the person to take a hike and find another phone.</p> <p>NA: Let the person go ahead of you.</p> <p>AA: Tell the person that you are sorry but you have been waiting a long time and need to make a quick call before the person goes out and you will not be long.</p>
<p>A friend of yours who is trying to get clean is having a bad day and asks you for money to buy drugs.</p> <p>AG: Tell him that he is a fool and you will beat him up if you see him again.</p> <p>NA: Give him the money. He is a friend.</p> <p>AA: Talk with him to see if he truly understands the consequences of his behavior. Tell him that you don’t want to do anything that would be harmful to him and that you believe giving him money for drugs would not be helpful.</p>	<p>You are at a highschool party and a good friend approaches you and offers you a beer.</p> <p>AG: Tell him to get lost. If he were a real friend, he wouldn’t do anything so stupid.</p> <p>NA: Take the beer even though you will be grounded if you get caught. After all, it’s only a beer and you don’t want to let your friend down.</p> <p>AA: Explain that you don’t want to risk getting caught smelling like beer. As a friend you know that he’ll understand.</p>

Problem Scenario Cards

<p>Your friend was supposed to meet you after school to go see a film. Instead, she phones you up hours later and said she went to the mall with some other friends and she is ready to go now.</p> <p>AG: You yell at her and tell her she is stupid and doesn't care about your feelings.</p> <p>NA: You say nothing about how inconsiderate she was, but simply say you understand.</p> <p>AA: You tell her calmly and firmly that she should have informed you beforehand that she would be late because you waited a long time and that you are unable to go now.</p>	<p>You just bought a CD at a store for \$9.00. As you leave the store, you notice in the store window that the CD is on sale for \$4.50.</p> <p>AG: Go to the clerk, call him incompetent, and tell him he ought to get fired for trying to cheat you.</p> <p>NA: Admit to your self that you should have been more observant and just go home.</p> <p>AA: Tell the clerk of the error, point out the true purchase price and ask for a refund.</p>
<p>A member of your group is always hogging the discussion and thinks he knows everything and nobody else knows anything.</p> <p>AG: You explode verbally, yell at him for not giving anyone else a chance, and tell him his ideas are no good.</p> <p>NA: You get angry, but you say nothing.</p> <p>AA: You ask to talk about the problem, point out that you find it annoying that he does not allow others to speak and ask that everyone have a chance to share in the discussion.</p>	<p>Your friend asks if he can borrow your car for the night. You had plans to go to a movie that night.</p> <p>AG: Tell him it is your car so get lost. Besides he probably won't put gas in it.</p> <p>NA: Give him the keys and say OK. You can go to the movies some other night.</p> <p>AA: Tell him you already had plans to go to the movies and that he should ask in advance.</p>

Goal Setting



Never, never, never give up!